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ABSTRACT

In this collection of essays, the authors use Lev Vygotsky's cultural-historical theory of human development to frame their analyses of schooling, with particular emphasis on the ways in which literacy practices are mediated by social interaction and cultural artifacts. The collection extends Vygotsky's cultural-historical theoretical framework to embrace nuances of learning and development that are influenced by culture as instantiated through the experience of race, ethnicity, and language variation. The first essay in the collection is: (1) "Introduction: Constructing Meaning through Collaborative Inquiry" (Carol D. Lee and Peter Smagorinsky). Under Part I--Paradoxes in Vygotsky's Account of Development--are the following essays: (2) "Vygotsky's Two Minds on the Nature of Meaning" (James V. Wertsch); and (3) "Creativity and Collaboration in Knowledge Construction" (Vera P. John-Steiner and Teresa M. Meehan). Under Part II--Studies of Collaborative Inquiry--are these essays: (4) "Dialogic Inquiry in Education: Building on the Legacy of Vygotsky" (Gordon Wells); (5) "Consequential Progressions: Exploring Collective-Individual Development in a Bilingual Classroom" (LeAnn G. Putney; Judith Green; Carol Dixon; Richard Duran; Beth Yeager); (6) "Linking Writing and Community Development through the Children's Forum" (Anne Haas Dyson); (7) "Synchronic and Diachronic Dimensions of Social Practice: An Emerging Methodology for Cultural-Historical Perspectives on Literacy Learning" (Kris D. Gutierrez and Lynda D. Stone); (8) "Idiocultural Diversity in Small Groups: The Role of the Relational Framework in Collaborative Learning" (Peter Smagorinsky and Cindy O'Donnell-Allen); (9) "Signifying in the Zone of Proximal Development" (Carol D. Lee); (10) "Teachers' Developing Philosophies on Literacy and Their Use in Urban Schools: A Vygotskian Perspective on Internal Activity and Teacher

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Change" (Arnetha F. Ball); and (11) "Inspired by Vygotsky: Ethnographic Experiments in Education" (Luis C. Moll). (NKA)

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